

Management 100: Leadership and Communication in Groups
The Wharton School, University of Pennsylvania
Professors Greenhalgh, Maxwell, and Myers
Fall 2010

“Leadership is at its best when the vision is strategic, the voice persuasive, the results tangible”
Michael Useem, The Leadership Moment

Course Description

Design: Management 100 provides occasions to strengthen your ability to exercise leadership through service, to speak and write persuasively, and to work collaboratively with a diverse group of individuals. By the end of the term, you will forge relationships with members of your team and section and also have a greater sense of your individual strengths and opportunities for personal development.

Delivery: 12 sections of approximately 60 students are scheduled each year (nine in the fall; three in the spring). Attached to each section are six recitations. Your recitation determines your project team. Whether you are in lecture participating in role plays or simulations, in recitation doing impromptu speeches, or out in the field working on your project, Management 100 is highly interactive and participative. The hallmark of the course is experiential learning.

Projects: Over the course of the year, Wharton undergraduates complete nearly 70 field projects through Management 100. In the fall, freshmen participate in community service projects, a good number supplied by the United Way; in the spring, upper level transfer and dual degree students work on consulting projects sponsored by Wharton’s Small Business Development Center (SBDC). The field projects—whether community service or consulting—provide an excellent opportunity for you to develop your skills, participate in a high performance team, and contribute to the greater community.

A note to freshmen: The descriptions posted in webCafé give you an outline of each project. When you meet with your client, you will refine your project’s purpose and scope. Keep in mind that successful projects are:

- **Inspiring.** Seize the opportunity to make a real contribution to the mission of the organization, and you will draw the most out of your team.
- **Concrete and creative.** Build some structure into your project but leave room for creativity.
- **Challenging.** You and your teammates need to shoulder responsibility and contribute to the success of your project. Although the time commitment varies from week to week, expect to spend three hours a week over a 10 week period—for a total of 300 hours per team per project!
- **Achievable.** Your service project is challenging, but the goals are achievable within a ten-week period from mid-September until late November. You may also need to raise some seed money in order to execute your project, but keep in mind that University policies bar fundraising as the primary objective of any project and prohibit the solicitation of fellow students in College Houses or University buildings.
- **Steady.** Your client contact is set, but you may need to exercise some flexibility—client contacts and the terms of the project can change for reasons outside of your control.
- **Within reach.** Your project takes place within the greater Philadelphia area. Most sites are accessible by public transportation.

- **Mutually accountable and satisfying.** A solid working relationship between your team and your client will make the semester to go well. Contact your client at least once a week. Be responsive and accessible.

A note to upper level students: Your consulting project is an external communications audit—a thorough accounting of a business’s external communications with its various stakeholders.

Typically, an audit focuses on three broad areas:

- **Portfolio Review**—a critical analysis of a business’s current communications material in all media (print, electronic, broadcast, Internet). A portfolio review will look at issues of content, design, effectiveness, readability, and professionalism.
- **Competitor Research**—similar to a Portfolio Review, but focusing on the business’s key competitors. How are competitors communicating with their stakeholders? How does your client’s business compare?
- **Voice of Customer**—Research to understand how customers perceive your client’s communications. Are current messages and distribution channels effective? Do customers understand the message(s) you client is communicating? How do customers want to be communicated with? What media and messages would be most effective?

An audit usually includes both primary research (original research developed specifically for your client’s business and customers) and secondary research (a review of pre-existing analysis of industry trends, standards, and best practices). Assistance with the research component of your project is available from the Lippincott Library: lippinco@wharton.upenn.edu; (215) 898-5924.

The finished audit includes an analysis of the Portfolio Review, Competitor Research, and Voice of Customer; identification of the business’s strengths, weaknesses, and opportunities in external communications; and recommendations for improvement.

Team Advisors (TAs): Your Management 100 TA will facilitate your group, advise you on the scope of your project and your relationship with your client. Your TA will give you guidance on assignments in the course. In the spring, professional consultants from The Wellynn Group, LLC, assist the TAs and help teams manage project content and scope.

webCafé: Every section of Management 100 has a corresponding e-room or webCafé that fosters anytime/ anywhere learning, team development, and the use of new technologies to enhance curriculum. Check webCafé daily for team updates and faculty previews of the week.

Materials: Course materials include a required course pack made up of readings, some recommended by former students in the course, and several recommended texts: *Economical Writing*, *The Business Writer’s Handbook*, and *Say It With Presentations*. You can access your readings on line and purchase a hard copy at Wharton Reprographics. You can buy the recommended texts at the University of Pennsylvania Book Store. A limited number of handouts and on-line instructional materials (such as the Temperament Sorter) will be charged to your bursar account.

Academic Practice: During the course of the semester, you will be representing your team, the Wharton School, and the University of Pennsylvania. As a representative of the University, your behavior and conduct must be exemplary. In accordance with the University’s code on academic conduct, prohibited activities include cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, and unfair advantage. If

you are unsure if an action constitutes a violation, please refer to the code and consult with your instructor: <http://www.vpul.upenn.edu/osl/acadint.html>.

Assessment, Evaluation & Grading: Since Management 100 is highly interactive and experiential, attendance in lectures and recitations is mandatory. More than three un-excused absences will have a negative impact on your individual performance evaluation and grade. Instructors do not grant incompletes, and grade books are closed once grades are posted.

Management 100 puts equal weight (50%/ 50%) on individual work and on team work. Moreover, the ability to exercise leadership (as an individual and as a team) amounts to 45% of your final grade; speaking skills (individual and team), 40%; and individual writing skills, 15%. Since communication is such an important leadership skill, professional consultants will assist in the assessment of your status report. See the chart below for a summary of assignments, evaluation, and grading.

In order to achieve consistency of evaluation and grading across teams, the *grades are standardized on assignments in which the TA is the lead evaluator and grader* (namely, writing assignments and performance reviews). Moreover, in order to achieve consistency across sections, the *grade distribution* in each cohort is as follows: Typically, 30% of students earn A or A-, 60% of students earn B+, B, or B-, and no more than 10% of students earn C+ or below. In determining percentages, instructors take into account student performance in the context of both the class and the team and look for natural breaks. Since one of the main objectives of the course is building high performance teams, Management 100 instructors set you up for success and expect you to do well. See next page for a summary chart.

Summary of Assignments, Evaluation, and Grading for Fall 2010						
Individual Work	Assignment	Due Date	Lead Evaluator(s)	% Points	Sub-Totals	
Reading and Writing	Images of Leadership	Sept. 9	Team Advisor	2%	15%	50%
	Tagging Your Image	Sept. 21 Sept. 28 Oct. 5 Oct. 26 Nov. 2 Nov. 16	Team Advisor	3%		
	Individual Case Analysis	Oct. 29	Team Advisor	10%		
Speaking and Listening	Status Report	Oct. 21 Oct. 28 Nov. 4 Nov. 11 Nov. 18	Communication Consultant & Instructor	15%	15%	
Leadership	First Performance Review	Oct. 7	Team Advisor & Instructor	5%	20%	
	Second Performance Review	Dec. 2	Team Advisor & Instructor	15%		
Team Work	Assignment	Due Date	Lead Evaluator(s)	% Points	Sub Totals	
Speaking	Client Presentation	Nov. 30	Instructor	15%	25%	50%
	Team Presentation	Dec. 7	Instructor	10%		
Leadership	First Team Performance Review	Oct. 7	Client, Team Advisor & Instructor	10%	25%	
	Second Team Performance Review	Dec. 2	Client, Team Advisor & Instructor	15%		

Monday	Tuesday	Wednesday	Thursday	Friday
9/6 Labor Day	9/7	9/8 Recitations ABCs	9/9 Images of Leadership <i>IOL due ~ Post and tag</i>	9/10 Recitations ABCs
9/13 Recitations ABCs	9/14 Leadership and Service <ul style="list-style-type: none"> Drucker, <i>What business can learn from non-profits</i> Team Case, <i>Ten minutes to make a decision</i> Project Presentations	9/15 Recitations Project Ranking	9/16 LOST! Group Survival <ul style="list-style-type: none"> Surowiecki, <i>The wisdom of crowds</i> Cascades <i>Temperament Sorter due</i>	9/17 Recitations Project Ranking
9/20 Recitations Project Rankings	9/21 Vision, Mission, Value <ul style="list-style-type: none"> Senge, <i>The leaders' new work</i> Drucker, <i>What is our mission?</i> Lencioni, <i>Make your values mean something</i> Egg Exercise <i>VIA Survey of Character Strengths due:</i> http://www.viasurvey.org/Account/Register/ <i>Enter: RCMX004</i> <i>IOL ~ Tag Strength</i>	9/22 Recitations Client Meeting	9/23 Responsible Leadership <ul style="list-style-type: none"> Bagley, <i>The ethical leader's decision tree</i> Seglin, <i>How to make tough ethical calls</i> HBS, <i>Professionals' quandaries</i> Ethical quandaries	9/24 Recitations Client Meeting

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9/27 Recitations Client Meeting	9/28 Leadership Temperaments <ul style="list-style-type: none"> Keirsey, <i>Temperament and Character</i> Ancona, Malone, Orlikowski, and Senge, Excerpt from <i>In praise of the incomplete leader</i> Temperament Sorter <i>IOL ~ Tag Temperament</i>	9/29 Recitations Drafting your Email/ Letter of Engagement	9/30 Differences Matter <ul style="list-style-type: none"> Rosenzweig, <i>National culture and management</i> HBS Case, <i>Karen Leary</i> Karen Leary Role Plays	10/1 Recitations Drafting your Email/ Letter of Engagement
10/4 Recitations Drafting your Email/ Letter of Engagement	10/5 Leadership Behaviors <ul style="list-style-type: none"> Waterman and Rogers, <i>Introduction to the FIRO-B instrument</i>; FIRO-B Team Cases, <i>Safeguards, Can't write today, You can do the typing</i> <i>Draft Email/ Letter due</i> <i>IOL~ Tag Behavior</i>	10/6 Recitations Presentation Skills	10/7 Speaking Skills <ul style="list-style-type: none"> Morgan, <i>How to become an authentic speaker</i> Alley and Neeley, <i>A Case for sentence headlines and visual evidence</i> <i>Performance Reviews due</i>	10/8 Recitations Presentation Skills

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10/11 Fall Break No Recitations	10/12 Fall Break No Class <i>Self-Assessment due to TA</i>	10/13 Recitations Project Work	10/14 Writing Skills <ul style="list-style-type: none"> • Brusaw, Alred, and Oliu, <i>The Business writer's handbook</i> • McCloskey, <i>Economical writing</i> (supplementary text) <i>Draft of Team Case due Posted on webCafé</i>	10/15 Recitations Project Work <i>Edit of Team Case due Post on webCafé</i>
10/18 Recitations Presentation Skills <i>Status Report Rehearsals</i>	10/29 Team Consultations <ul style="list-style-type: none"> • Goldsmith, <i>The One skill that separates</i> • HBS Note, <i>Managing interpersonal feedback</i> ▪ Goldsmith, <i>Building the future: Try feedforward instead of feedback</i> <i>Case Analysis due</i>	10/20 Recitations Research Basics Van Pelt Library Class of 1955 Conference Room (room 241)	10/21 First Round Status Reports	10/22 Recitations Research Basics Van Pelt Library Class of 1955 Conference Room (room 241)

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10/25 Recitations Research Basics Van Pelt Library Class of 1955 Conference Room (room 241) <i>Status Report Rehearsals</i>	10/26 Leadership Styles <ul style="list-style-type: none"> Goleman, <i>Leadership that gets results</i> Useem, <i>Introduction: The Leadership moment; Eugene Kranz returns Apollo 13 to earth</i> Apollo 13 Video Clips <i>IOL ~ Tag Style</i>	10/27 Recitations Group Sculptures	10/28 Second Round Status Reports	10/29 Recitations Group Sculptures
11/1 Recitations Group Sculptures <i>Status Report Rehearsals</i>	11/2 Negotiation Styles <ul style="list-style-type: none"> Shell, <i>The first foundation; A note on your personal negotiation style</i> Thomas and Kilmann, <i>Conflict mode instrument</i> Negotiation Exercise <i>IOL ~ Tag Style</i>	11/3 Recitations 360 Feedforward	11/4 Third Round Status Reports	11/5 Recitations 360 Feedforward

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11/8 Recitations 360 Feedforward <i>Status Report Rehearsals</i>	11/9 Making Teams Work <ul style="list-style-type: none"> Katzenbach and Smith, <i>The Discipline of teams</i> Wetlaufer, <i>The Team that wasn't</i> Team Fitness Test	11/10 Recitations 360 Feedforward	11/11 Fourth Round Status Reports	11/12 Recitations 360 Feedforward
11/15 Recitations 360 Feedforward <i>Status Report Rehearsals</i>	11/16 High Performance <ul style="list-style-type: none"> McCann and Margerison, <i>High-performance teams</i> High Performance Team Exercise <i>IOL ~ Tag Role</i>	11/17 Recitations 360 Feedforward	11/18 Fifth Round Status Reports	11/19 Recitations 360 Feedforward
11/22 Recitations 360 Feedforward <i>Rehearsal for Practice Presentation</i>	11/23 Practice Presentation <i>Draft of Slide Deck Due</i>	11/24 Recitations Project Wrap Up	11/25 Thanksgiving Break!	11/26 Enjoy!

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11/29 Recitations Project Wrap Up <i>Rehearsal for Client Presentation</i>	11/30 Client Presentation <i>Thank You Letter Due</i>	12/1 Recitations Project Wrap Up	12/2 Hot Groups <ul style="list-style-type: none"> Leavitt and Lipman-Blumen, <i>Hot groups</i> 3-D Tic Tac Toe <i>Performance Reviews due</i>	12/3 Recitations TA Wrap Up
12/6 Recitations TA Wrap Up <i>Evening Rehearsal for Team Presentation</i>	12/7 Team Presentation	12/8 Recitations TA Wrap Up	12/9 Review and Evaluation <i>Self-Assessment due to TA</i>	12/10
12/13	12/14 End of Year Event Irvine Auditorium 6:00 p.m. Program President's Home 8:30 p.m. Holiday Party	12/15	12/16	12/17

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